

# Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



INSPIRE  
BELIEVE  
ACHIEVE



## Our Local Offer for Special Educational Needs and/or Disability

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<b>Name of Setting</b>	The Oaks Academy
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	11-16
<b>Number of places</b>	
<b>Which types of special educational need do you cater for?</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

### Questions from the Parent/Carer's Point of View:

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#### Identification

##### How will you know if my child or young person needs extra help?

- Pupils with SEND are identified as early as possible within our setting. Initial identification is usually through transition with primary schools where the Pastoral Manager, Achievement leader for year 7 and Special Educational Needs Coordinator (SENDCo) liaise with the school about the student's needs, progress, behaviour and the support currently in place.
- For those pupils with Educational Health and Care Plans (EHCPs), our SENDCo will attend the year 6 annual reviews.
- We test the reading and spelling ages of all year 7 pupils when they enter the school so the necessary provision can be put in place if needed.
- For in year admissions we liaise with the admissions team, the SEND team and the school from which the pupil is joining, to gather all the necessary information such as progress, behaviour and attainment.
- For those Pupils who are not identified at primary level and are identified through comments or concerns brought by parents, or school staff working directly with the pupil, such as the pastoral manager, class teacher or form tutor. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.
- School staff have experience of working with SEND pupils and receive a regular programme of training to support them in the identification of SEND; staff are able to recognise the signs of SEND that may need further investigation. Pupils' behaviour and attitude is reported on every lesson through our AtL (Attitude to Learning) system; form tutors are made aware of this every week, and attainment is reported on six times a year, allowing form tutors and pastoral staff a clear overview of attitude and attainment. Clear tracking and monitoring of the attainment data regularly takes place to allow any issues to be identified and addressed with parents, pupils and staff.
- After initial identification has taken place and support given, any further concerns are discussed with the school SENDCo. The

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### Identification

SENDCo and Teaching Staff will discuss these concerns with the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the pupil, and looks at what provision might be necessary to enable the pupil to reach those outcomes. Depending on the level of the pupil's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the subject teachers in order to support differentiation for the pupil.

- For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENDCo keeps a record of pupils requiring additional/SEND support in order to monitor the progress of these pupils, and to plan for provision across the school.

**What should I do if I think my child or young person needs extra help?**

If you have concerns about any aspect of your child's education the first port of call should be your child's subject or Form teacher. Staff are available via email or telephone and are happy to make appointments if you require a longer discussion. Staff may then seek the involvement of the school SENDCo. Alternatively the school SENDCo can be contacted directly, either at the end of the school day, or via telephone on 01270661223.

**Where can I find the setting/school's SEND policy and other related documents?**

The school's SEND policy and other relevant policies can be found on the school website by following this link.

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### Teaching, Learning and Support

**How will you teach and support my child or young person with SEND?**

**The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer - Cheshire East Local Offer**

- It is our aim that all pupils are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.
- The school has a wide range of intervention programmes available to support pupils who require provision which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Accelerated Reader, Sumdog, Lexia, NESSY, Inference Training and the Better Readers Programme.
- For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Educational Psychologists and Occupational Therapists. In some cases these specialists might work in school with the pupil, or school staff might attend therapy sessions out of school with the pupil.
- Where high levels additional levels of support are required, an additional support plan is created, which will outline the provision available to each pupil and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENDCo via email or in person to discuss pupil's needs in more detail.

**How will the curriculum and learning environment be matched to my child or young person's needs?**

- All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory

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### Teaching, Learning and Support

information.

- The SEND register allows staff to be aware of the pupil's learning needs; this is stored on a secure central site. We also use pupil learning passports which ensure all information regarding pupils with SEND and medical needs is shared with all staff including supply teachers; these are compiled through help from pupils, parents and the SENDCo. This allows staff to meet the needs of the learners. Where learners are working at an attainment level below that of their peer group, teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting topics covered in previous year groups.
- We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENDCo, Learning Mentors, Curriculum Team Leaders or staff from the school's Learning Support Zone. All additional provision for pupils with SEND is overseen by the school SENDCo, and the monitoring of these pupils' progress takes place at regular SEND meetings held between teachers, Learning Support Zone and the SENDCo.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

- Quality First Teaching (QFT) is the first wave of provision for learners with SEND. To support QFT, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional ICT equipment, writing slopes, alternative seating. For those requiring provision additional to class based approaches, funding facilitates the school's "menu" of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants, therapists etc.
- Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHC Plans). The SEND budget is the responsibility of the Head teacher and the SENDCo and regular monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

- When pupil's needs are initially identified, discussions take place between teachers, parents and pupils. Year 6 pupils

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### Teaching, Learning and Support

are offered extra transition support such as a picnic and Summer School if they have a low Key Stage KS2 score.

- At this meeting desired outcomes for the pupil will be discussed, and the provision or support the pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision. Any decision to implement provision which is 'different from' or 'additional to' that received by the majority of the pupils in the school, are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process.

### How will equipment and facilities to support children and young people with SEND be secured?

- The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays, and ICT equipment) to support pupils with SEND and the school SENDCo makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, braille) the school SENDCo liaises with the relevant external advisory services (e.g. Autism Team (CEAT), Educational Psychology Team (ET), Community Paediatricians, Speech and Language Therapy Service) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

### How will you and I know how my child or young person is doing and how will you help me to support their learning?

- All teachers monitor the progress of the students they teach on a day to day basis. This is done formally through the regular completion of assessed work. The results of these assessments are moderated by Curriculum Team Leaders and teaching staff. This allows staff to intervene where necessary, to either reward or provide appropriate intervention. The

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### Teaching, Learning and Support

SENDCo will also monitor the progress of pupils identified with SEND and will liaise with parents/carers if there are any concerns.

- For those pupils identified as having the most significant needs, regular contact will take place. For those pupils identified as having SEN support, Contact will take the form of telephone conversations, parent- teacher meetings, review days with form tutors and meetings with the SENDCo if needed. For those pupils with an EHC Plan, an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day
- The school also offers a range of parent support sessions throughout the year

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

- Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals; for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written means). Some pupils may also be given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self- esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

- The school's SENDCO, along with the Head teacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision.
- The SENDCO works closely with a cluster of schools and various outside agencies which enables opportunities for consultation and continuing professional development.
- The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and are

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### Teaching, Learning and Support

cost effective. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.

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### Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff through the use of inclusion passports and inclusion meetings, which outline any areas which could pose a risk to the pupil. Where risks are identified measures are taken to limit these.
- Where a significant risk is identified, a risk assessment would be carried out and/or outside agency advice sought and if needed, plans would be put in place, such as a Health Care Plan, or a Safer moving and Handling plan. If required additional support will be provided for unstructured times of the day. For any off-site visits, the school adheres to Cheshire East offsite risk assessment procedures and if necessary, individual risk assessments would be carried out and shared with parents.

What pastoral support is available to support my child or young person's overall well-being?

- PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching, we offer a range of interventions, both commercially published and bespoke, to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore seek to offer a highly personalised provision which is generated through discussion with pupils and their families. The school employs learning mentors, who might work individually with pupils or might support pupils in a more holistic way. Each year group has a designated Pastoral Manager who works closely with the SENDCo to ensure individual needs are being met.

#### FRIENDSHIPS

All pupils in school are supported to develop positive relationships with their peers. For those pupils who find this most difficult, there are alternative arrangements at break and lunchtime, which the pupils are free to access if they desire. We also offer a

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### Keeping Students Safe and Supporting Their Wellbeing

range of personalised social skills activities, and our learning mentor is available to support pupils and families.

#### PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups/siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their classmates. At other times this takes a more general form, such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

#### BULLYING

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved. We have a bullying log which tracks events and incidents clearly. This allows the Pastoral Managers to deal with incidents quickly and effectively. The school council have set up a 'bully buddy' campaign which allows pupils to detail incidents on a slip of paper if they do not feel comfortable speaking to a member of staff. Pastoral managers have access to these slips and are able to act upon the details swiftly.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

- ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. To allow staff to administer medication we require parental consent which details the doses and times that it is taken. The medication is kept in pupil reception which is locked. Pupils know to go to pupil reception to receive their medication.

- TOILETING

Support Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, and are encouraged to take an active role. We work closely with families and where appropriate seek the advice of outside agencies.

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### Keeping Students Safe and Supporting Their Wellbeing

- PRIVACY AND DIGNITY

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

- MEDICAL EMERGENCY

In the case of a medical emergency, a first aider is required to attend the scene and make judgements as to whether to call for medical help and an ambulance. For minor injuries, Parents will be informed via the student planner, for major injuries parents will always be informed immediately by telephone. Any first aid given and actions taken by the first aider are recorded fully. We have staff trained in the use of Epi pens and all staff have been advised how to recognise the warning signs of conditions such as diabetes or epilepsy, and the steps that must be taken.

- MEDICAL APPOINTMENTS

If students have medical appointments we ask that parents inform the school of the impending absence, and we encourage these appointments to be taken at either the beginning or end of the day. If appointments are likely to be frequent and potentially have an effect on progress, we ask for medical evidence such as appointment letter. If pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the school in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

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- CARE PLAN

To produce an effective care plan we would work with parents, the pupils and health care professionals to draw up a plan that was appropriate and personalised to the student's needs. All staff would be given copies of these and would have training if needed.

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### Keeping Students Safe and Supporting Their Wellbeing

#### What support is available to assist with my child or young person's emotional and social development?

- Personal Social and Emotional wellbeing is at the heart of our curriculum, and teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support pupils in managing their emotions and relationships on a day to day basis.
- For those requiring further support, the school employs learning mentors, who might work individually with pupils or might support pupils in a more holistic way (e.g. family support, peer support etc.). We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development.
- We also employ 4 pastoral managers which are non-teaching and are attached to a specific year group. The achievement leader for each year group also supports the Pastoral Manager with supporting the student's wellbeing, through interventions such as anger management.
- The Pastoral manager and Achievement leader for year 7 also supports the transition from year 6 to year 7 with the wellbeing of the transitional pupils being at the heart of the work they perform. We also employ a learning mentor who provides interventions such as self-esteem groups. We also work alongside outside agencies which may be the best support for the student's emotional needs.
- We do have an onsite counsellor to support the needs of the students in school.

#### What support is there for behaviour, avoiding exclusions and increasing attendance?

The school has specific policies for behaviour ([link](#)), Exclusions ([link](#)) and attendance ([link](#)), which are available here.

- **BEHAVIOUR**

The school has a clear behaviour policy (see above link) which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key "trigger points" during the day; for others this may involve a "time out" arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupil

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### Keeping Students Safe and Supporting Their Wellbeing

behaviour challenges is to firstly understand this behaviour. We use a two strike rule and behaviour system of recording and analysing behavioural incidents, in order to try to find patterns in behaviours. When these are identified we seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, rewarding positive behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour, whilst simultaneously encouraging pupils to take responsibility for their actions.

- **EXCLUSION**

It is rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be found [here](#).

- **ATTENDANCE**

We take active steps to improve attendance. We have a clear attendance procedure for dealing with poor attendance and persistent absence. Our Learning Mentor and Pastoral Managers work closely with families where attendance is of concern to find holistic ways to improve the situation; this may include home visits, modified timetables or catch up sessions after school. We have a designated Attendance Manager who will co-ordinate any interventions required in order to improve absence rates.

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### Working Together & Roles

#### What is the role of my child or young person's class teacher?

- The class teachers have the overall responsibility for pupil's learning and their day to day well- being in school. The Form Tutor and Pastoral Manager are the first port of call for pupils and parents, and act as a hub for information about the pupil.
- All class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently.

#### Who else has a role in my child or young person's education?

- The Head teacher takes a very active role in the running of the school, ensuring that all elements of a pupil's education are in place.
- The school SENDCo has responsibility for co-ordinating the provision for pupils with SEND. They may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews.

In addition to class teachers and the SENDCo, pupils might come into contact with the following:

- A learning mentor has responsibility for supporting pupils with organisation, social skills and skills which will enable pupils to participate in activities needed in later life.
- The Pastoral Manager has the responsibility to ensure the pastoral needs of the pupil are met.
- The Learning Support Team are specialists in supporting pupils with a range of needs and might work individually, in small groups with pupils or advise other staff.
- External agencies or specialists may provide additional advice and support. Their involvement will always be with the consent of the parent / carer.
- Any pupil on the SEND register will be assigned a key worker in addition to the class teacher, who will also be able to discuss their provision.

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**Working Together & Roles**

**How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?**

- **Systems are in place to ensure information regarding pupils with SEND and medical needs is shared with relevant staff including supply teachers.**
- **All class teachers and relevant school staff will have access to a copy of Personalised Support Plans, EHC Plans and there are regular opportunities to discuss the content of these.**
- **Regular emails are distributed with the aim of raising SEND awareness amongst staff.**
- **Alongside the SENDCo, Key members of the Learning Support Team will take ownership of SEND paperwork and ensure that it is disseminated amongst staff.**

**What expertise is available in the setting, school or college in relation to SEND?**

**All school staff have a good awareness of SEND through regular staff meetings, inclusion newsletters etc. Regular meetings are held to enable staff to work with the SENDCo to develop their practice in relation to the specific needs of the pupils in their classes.**

**The SENDCo is a specialist member of staff and holds the national qualification for SENCO, the Deputy Learning Support Assistant is also a specialist in special needs.**

**The wider Learning support team have a wide range of specialist knowledge and skill including teaching qualifications and degrees. The Pastoral Managers have undertaken a wide range of relevant professional development opportunities, and have an enhanced knowledge of pastoral care.**

**Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social**

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<b>Working Together &amp; Roles</b>
<b>care services)?</b>
<ul style="list-style-type: none"> <li>• The school has close links and works with a wide range of outside agencies in accordance with the current needs of pupils within school and the availability of support from agencies; these may include: Cheshire East Autism Team (CEAT), Speech and Language Team, ( SALT) Child and Adolescent Mental Health Services (CAHMHS) etc.</li> <li>• We organise, where appropriate, multi-agency meetings to discuss pupil's needs, (e.g. CAF, CIN,) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.</li> <li>• We offer different therapies to support pupils with social, emotional and mental health issues( SEMH)</li> </ul>
<b>Who would be my first point of contact if I want to discuss something?</b>
Your first point of contact should be your child's Form Tutor or Pastoral Manager. The school SENDCo is also available to support you in matters relating to SEND.
<b>Who is the SEN Coordinator and how can I contact them?</b>
The SENDCo is Miss Laura Bailey and she can be contacted by telephone or email.
<b>What roles do have your governors have? And what does the SEN governor do?</b>
The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular discussions between the SEND governor and SENDCo take place to monitor progress of pupils with SEND.
<b>How will my child or young person be supported to have a voice in the setting, school or college?</b>
<ul style="list-style-type: none"> <li>• Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual.</li> <li>• For some learners this might mean that they are supported to express their views in alternative formats. Less able pupils are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.</li> <li>• There is a school council, made up of pupils who meet regularly and to share the views and, in line with the Code of Practice; school ensures that, where practical, pupils with SEND are represented within this group.</li> </ul>
<b>What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?</b>

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### Working Together & Roles

Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised.

### What help and support is available for the family through the setting, school or college?

- We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENDCo, offers support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further.
- Some of our pupils who have SEND travel to school by taxi. We liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis.

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### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips?

As an inclusive school setting we seek to ensure that all pupils, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips etc. We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

We have a lift which allows access to all three floors in the school.

Are disabled changing and toilet facilities available?

Details (if required)

Disabled toilets available in the Brownson centre.

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

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### Inclusion & Accessibility

- The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our Accessibility Plan can be found here [Awaiting Link]. Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sports sessions etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.
- We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text.
- Where pupils and their families require communication through languages other than English we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication. We employ a Polish TA for one day a week to support our pupils with English as an Additional Language (EAL).
- The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils."

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## Transition

**Who should I contact about my child/young person joining your setting, school or college?**

For information about entry please email the main school office (admin@kings-grove.cheshire.sch.uk) Alternatively you could telephone the school on 01270661223 or call in at main reception, where a member of staff will discuss the entry process with you.

**How can parents arrange a visit to your setting, school or college? What is involved?**

We offer a range of transition visits for new pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the school SENDCo so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the SENDCo on

**How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)**

- **ENTRY**

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the school SENDCo. A meeting may also be arranged as an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision and, if appropriate takes steps to acquire any resources needed to implement the provision. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

- **TRANSITION TO NEW SETTINGS**

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local collages and primary schools and work closely with the staff from those settings. We also have close links with many of the local post 16 establishments and can advise parents and families when making decision about the next

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### Transition

provision.

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### Additional Information

What other support services are there who might help me and my family?

- The school SENDCo Contact details available on website link, the Pastoral Manager or the Learning Mentor (contact details on website) in school can provide details of further support for families.
- Parent partnership can be accessed by following this link  
([https://www.cheshireeast.gov.uk/schools/parents/parent\\_partnership.aspx](https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx))  
Contact [Admin@theoaksacademy.co.uk](mailto:Admin@theoaksacademy.co.uk)

When was the above information updated, and when will it be reviewed?

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### Additional Information

Updated 12<sup>th</sup> December 2016.

**Where can I find the Cheshire East Local Offer?**

[www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

**What can I do if I am not happy with a decision or what is happening?**

- As a school we encourage parents to address any worries or concerns promptly initially with the Form Tutor or Pastoral Manager, and then if they are unable to help, with a senior member of staff such as the SENDCo or the Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems.
- However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found here.